



**Arizona
Department of
Education**

Language Arts Standards Chart for AIMS

Standard 1: Reading

**Essentials Level (Grade 8)
Reflecting the Blueprint of 07.08.96**

LANGUAGE ARTS STANDARDS CHART FOR AIMS - ESSENTIALS LEVEL (GRADE 8)

STANDARD 1: READING

STANDARD 1: READING	
<p>Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.</p> <p><i>Students know and are able to do all the Readiness, Foundations, and Essentials (Grade 5) PO's and the following</i></p>	
CONCEPT/Performance Objective	Points*
R-E1. Use structural analysis skills such as identifying root words, prefixes, suffixes and word origins to decode words unfamiliar in print	4 - 7
PO 1. Identify the effect of prefixes and suffixes on root words	
PO 2. Confirm meaning of figurative, idiomatic and technical language using context clues	
R-E2. Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author's purpose and perspective to comprehend written selections	9 - 12
PO 1. Identify the main ideas; critical and supporting details; and the author's purpose, feelings and point of view of the text	
PO 2. Distinguish fact from opinion	
PO 3. Summarize the text in own words (<i>assessed at district level only</i>)	
PO 4. Compare and contrast the text (e.g., characters, genre, cultural differences, fact, fiction)	
PO 5. Determine cause-and-effect relationships	
PO 6. Summarize the text in chronological, sequential or logical order	
PO 7. Predict outcome of text	
R-E3. Analyze selections of fiction, nonfiction and poetry by identifying the plot line (i.e., beginning, conflict, rising action, climax and resolution); distinguishing the main character from minor ones; describing the relationships between and motivations of characters; and making inferences about the events, setting, style, tone, mood and meaning of the selection	6 - 9
PO 1. Describe the setting and its relationship to the selection	
PO 2. Describe the motivation of major and minor characters in a selection	
PO 3. Draw defensible conclusions, based on stated and implied information according to style, meaning and mood	
PO 4. Differentiate fiction, nonfiction, or poetry based on their attributes	
PO 5. Identify the theme	

NOTE: Language Arts assesses points by concept, not by performance objective.

*All concepts, except those denoted as "NOT TESTED," will be assessed on every AIMS test form. However, the number of points per concept and the total number of total points possible will vary slightly from form to form.

LANGUAGE ARTS STANDARDS CHART FOR AIMS - ESSENTIALS LEVEL (GRADE 8)

STANDARD 1, continued	
CONCEPT/Performance Objective	Points*
R-E4. Identify the author's purpose, position, bias and strategies in a persuasive selection	5 - 9
PO 1. Identify the author's purpose and use of details to support the purpose	
PO 2. Describe the author's use of strategies to convince or persuade <ul style="list-style-type: none"> - bandwagon - peer pressure - "loaded" words 	
PO 3. Identify the author's bias	
R-E5. Evaluate an instructional manual such as assembly directions or user's guide for clarity and completeness	9 - 12
NOTE: Can be used for 5th and 8th grades, depending on difficulty of manual used for the assessment	
PO 1. Identify the components of an instructional manual (e.g., directions, tools required, parts needed, illustrations, diagram sequence, bold face for relevant steps)	
PO 2. Incorporate information from the illustrations	
PO 3. Locate support help in manual or from manufacturer	
PO 4. Identify the sequence of activities needed to carry out a procedure	
PO 5. Identify information that is either extraneous or missing (e.g., directions, tools required, parts needed, illustrations, diagram sequence, bold face for relevant steps)	
NOTE: The following is for instructional purposes only--not for state assessment	NOT TESTED
R-E6. Compare and contrast the historical and cultural perspectives of literary selections	
PO 1. Compare one author's perspective of a historical character, setting or event with another historical or contemporary literary selection (e.g., essays, autobiographies, fiction, non-fiction)	
PO 2. Compare the lives and experiences of characters in history to present-day individuals who have similar goals or face similar challenges	
PO 3. Compare versions of traditional or contemporary literature from different cultures for similarities and differences related to theme, plot, character, setting and point of view	
TOTAL NUMBER OF AIMS ESSENTIALS LEVEL (8th GRADE) READING POINTS	41 - 42

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